**Lesson 1: Green Kids and Habitats**

Habitats and the Animals That Live in Them **Level:** Rising Grades K – 5 **Time:** 2 55 minute lessons over a period of 2 days **Overview/Purpose:** This lesson will introduce students to the concept of habitats. Students will identify animals and the habitats they live in and gain a better understanding of their camp habitat and be able to describe it.

**Content Objectives:** (still in progress)

**Technology Standards:**

**NETS**

1. Creativity and Innovationd. Identify trends and forecast possibilities

4. Critical Thinking, Problem Solving and Decision Making  
 c. collect and analyze data to identify solutions  
 d. use multiple processes and diverse perspectives to explore alternate solutions

**Technology Required:**

Computers with Internet  
Computer projector or interactive white board

**Resources/Websites:**

Materials, links and other items the students will use in the lesson

* ***All About Habitats*** – printable book  
  <http://www.primarygames.com/arcade/virtualworlds/ecobuddies/e-books/allabouthabitats.htm>
* Resource about endangered species of animals and their habitats  
  [http://www.arkive.org](http://www.arkive.org/)
* ***Green Kids Animal List*** work sheets (1 per student)

Green Kids 1 – grades K – 2

Green Kids 2 – grades 3 – 5

· Pencils

· Colored pencils

· Book: ***The Great Outdoors: Saving Habitats*** by Richard Spilsbury

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**Prior Knowledge:**

Students will already know how to be able to:

· Dress appropriately to go outdoors and use sunscreen at all times

· Observe the outdoor environment

· Understand safe behaviors in the outdoor environment around water, stinging insects and poisonous plants

· Get onto the Internet from the computer desktop

· Navigate pages within a website

**Procedure:**

Prior to lesson, librarian will:

· Print out a copy of the ***All About Habitats*** printable book.

· Print out class copies of the word search sheets.

· Have pencils available for all student use

· Have colored pencils available for grades 3 – 5 students use

**Day 1 - Lesson 1**

Introduction (5 minutes):

1. Tell students that they will be learning about habitats today.

Instruction (15 minutes):

1. We will read a short story about habitats. Then they will find some vocabulary words related to habitats in a word search. Then we will review those words by reading a short segment about habitats from another book.
2. The students will then be asked this question “What is our camp’s habitat?” We will spend a few minutes talking about their ideas. Students will then break up into pairs.

Student Activity (30 minutes):

1. Students will go outside and take a walk around the school grounds to experience the natural environment.  
   **Grades K – 2:** Students will go on a “color hike”. Each pair will be select two colors that they see in the shirts they are wearing that day. The pairs of students will then look for natural items out in the environment that are those colors.  
   **Grades 3 – 5:** Students will go outside and sketch their favorite natural scene or item in their sketch books
2. Students will come inside and discuss what they have seen and experienced in the outdoor environment. Using guided inquiry the following questions will be discussed:  
   Are these things you saw/sketched part of our camp’s habitat?  
   How would you feel if all these things were gone tomorrow?  
   What can we do to prevent that from happening?  
   People can protect their habitat. Can animals protect theirs?
3. Watch a segment of video about animals in their natural habitats.
4. Introduce the concept of endangered animals.
5. Ask students to think of their favorite wild animals when they go home tonight and be prepared to share the names of their animals tomorrow.

Assessment (5 minutes):

1. As a class, have one person from each pair share what they learned today about habitats. Write the comments on the whiteboard.

**Day 2 - Lesson 1** (continued)

Introduction (5 minutes):

1. Tell students that they will be learning about endangered animals today. They will break up into groups of 3 – 4 and focus on the habitat of one animal. They will select from one of three types of animals to study - a bird, an amphibian or a mammal.

Instruction (15 minutes):

1. Define what an endangered animal is.
2. Hand out the ***Green Kids Animal List*** sheet and the ***Green Kids 1 - Endangered Animal work sheet***or ***Green Kids 2 - Endangered Animal work sheet***work sheets to the class. Ask students to put their name on their sheets.
3. Ask students to self select into groups of 3 – 4 students to work together for the rest of the week on this project.
4. Ask each group of students to look at the ***Green Kids Animal List*** and select which animal they would like to study. Have each student write the name of their group’s animal on their worksheet.
5. Direct groups of students to take their work sheets and pencils to the computers (if not already seated at the computers).
6. Librarian directs students to open the Internet on the computer and go to the URL: [http://www.arkive.org](http://www.arkive.org/).
7. Librarian will give a short demonstration of how to use this website.
8. Once all students have opened the website, tell them to put the name of the animal that their group is interested in studying in the search box in the top right corner. Have them select a variety of their animal from the drop down boxes that appear.
9. Instruct them to investigate the website and answer the questions on their worksheets:  
   ***Green Kids 1 - Endangered Animal work sheet*** (for grades K – 2)  
   ***Green Kids 2 - Endangered Animal work sheet*** (for grades 3 – 5)

Student Activity (25 minutes):

1. Students will investigate the videos/photographs of their animal and answer the questions on their worksheets by viewing the information on the web page.
2. After groups are done viewing the website and answering questions on their worksheets instruct them to sit at the large tables at the back of the computer lab.
3. Hand out one 22” x 28” poster board and a set of markers to each group.
4. Instruct each group to create a poster using the facts they just collected on their work sheets.

Assessment (10 minutes):

1. Ask each group to stand, hold up their poster and have one person from each group share the facts that they learned today about their animal.

(still in progress to write up in a formal style)

**Assessment:**

- pre-assessment of campers to learn their prior knowledge of habitats

- reflect upon the outdoor experience of the campers, specifically, the color hunt and the sketching of nature in its environment.

- guided inquiry regarding habitat and outdoor experience.

**Extensions:**

1. Campers can select an animal using their knowledge of endangered species from www.Arkives.com or investigate endangered species on their own.

2. Campers are encouraged to take a color hike around their neighborhood with their family when they return home.

3. Campers are encouraged to sketch their environment, i.e., room, house, front or back yard, after returning home from camp.

**Modifications:**

(TBD)

**Sources:**

Online resources:

Resource about endangered species of animals and their habitats:  
[http://www.arkive.org](http://www.arkive.org/)